DOCUMENT RESUME

ED 121 236 IR 003 083

AUTHOR Groark, James J.
TITLE Utilization of Library Resources by Students in Selected Non-Residential Degree Programs: Implications for Educational Administrators.
PUB DATE 74
NOTE 103p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS College Libraries; *College Students; *External Degree Programs; Higher Education; *Library Role; Library Surveys; *Public Libraries; Questionnaires; Statistical Data; Student Attitudes; *Use Studies

ABSTRACT

In a study to determine library use and attitudes of students enrolled in external degree programs, a questionnaire was administered to a random sample of nonresident students at Empire State College, in the New York State Regents External Degree Program, and at Goddard College. Analysis of the data showed that the majority were full-time students, used libraries at least weekly, and considered such use necessary to their academic success. Public libraries were used most frequently, and students preferred print materials to newer educational media. While generally satisfied with library services, students felt dissatisfaction in libraries' lack of needed materials. Students were self-sufficient, using few suggestions from librarians. Implications were that libraries need to: (1) recognize and provide for the special needs of external degree students; (2) improve the instructional abilities of librarians; (3) provide current information on local learning resources; (4) prepare study and library guides; and (5) be alert to new developments and changes in nontraditional college programs. Implications for program administrators were that they should cooperate with libraries by informing them about programs and needed materials, encourage student library use, examine the possibility of reimbursing public libraries, and use libraries for recruiting students. (Author/LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121236

UTILIZATION OF LIBRARY RESOURCES BY STUDENTS IN SELECTED NON-RESIDENTIAL DEGREE PROGRAMS: IMPLICATIONS FOR EDUCATIONAL ADMINISTRATORS

By

James J. Groark
1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

James J. Groark

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

IR 003 083

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
CHAPTER	
I. INTRODUCTION	1
Statement of the Purpose	1
Questions to be Answered in the Study	1
Need for the Study	1
Limitations of the Study	4
Definitions of Terms	6
II. REVIEW OF LITERATURE	7
Library Utilization	7
Instructional Relationship	14
Educational Trends Effecting Libraries	17
Summary	20
III. METHODS AND PROCEDURES	22
Scope of the Study	22
Characteristics of the Degree Program	22
Collection of the Data	27
IV. ANALYSIS OF THE DATA	31
V. SUMMARY OF FINDINGS, CONCLUSIONS, DISCUSSION, IMPLICATIONS AND SUGGESTED TOPIDS FOR ADDITIONAL RESEARCH	63
Summary of Findings	64
Conclusions	68
Implications	69
Recommended Topics for Additional Research	72
Discussion	73
BIBLIOGRAPHY	79
APPENDICES	85

LIST OF TABLES

TABLE		Page
1.	SUMMARY OF USABLE RETURNS	32
2.	FULL-TIME AND PART-TIME STUDENTS RESPONDING	34
3.	EDUCATIONAL LEVEL OF STUDENTS RESPONDING	36
4.	FREQUENCY WITH WHICH NON-RESIDENTIAL STUDENTS ENTERED A LIBRARY IN THE SIX MONTHS PRECEEDING THE SURVEY	37
5.	FREQUENCY OF LIBRARY USE BY EDUCATIONAL LEVEL	39
6.	FREQUENCY WITH WHICH NON-RESIDENTIAL DEGREE STUDENTS INDICATED LIBRARIES CONTRIBUTED TO THEIR ACADEMIC SUCCESS	41
7.	CONTRIBUTION OF LIBRARIES TO ACADEMIC SUCCESS BY EDUCATIONAL LEVEL	42
8.	ACADEMIC AREAS FOR WHICH NON-RESIDENTIAL COLLEGE STUDENTS MAKE MOST USE OF LIBRARIES	43
9.	FREQUENCY WITH WHICH NON-RESIDENTIAL STUDENTS USE SELECT LIBRARY FACILITIES	45
10.	FREQUENCY WITH WHICH SELECT REASONS INFLUENCE NON-RESIDENTIAL DEGREE STUDENTS TO USE LIBRARIES	47
11.	FREQUENCY WITH WHICH NON-RESIDENTIAL DEGREE STUDENTS USE SELECT LIBRARY RESOURCES	49
12.	FREQUENCY WITH WHICH SELECT FACTORS CAUSE DISSATISFACTION TO NON-RESIDENTIAL DEGREE STUDENTS USING LIBRARIES	52
13.	CRITERIA USED IN THE SELECTION OF LEARNING MATERIALS	54

LIST OF TABLES (Continued)

TABLE Page

14. AMOUNT OF LEARNING MATERIALS OBTAINED FROM NON-LIBRARY SOURCES 56

15. AMOUNT OF LEARNING MATERIALS OBTAINED FROM NON-LIBRARY SOURCES PRESENTED BY EDUCATIONAL LEVEL 58

16. AMOUNT OF LEARNING MATERIALS SECURED FROM SPECIFIC NON-LIBRARY SOURCES 60

CHAPTER I

INTRODUCTION

Statement of the Purpose:

The purpose of this study was twofold: first, to determine the use made of library resources by students enrolled in non-residential degree programs; and second, to present the implications of this utilization for educational administrators. Additionally, the study sought to determine what opinions, if any students in non-residential degree programs had regarding libraries in their academic careers.

Questions to be Answered in the Study:

1. To what extent are libraries used by students in non-residential degree programs?
2. Which library facilities are being used by students enrolled in these college programs?
3. Why are non-residential college students using libraries?
4. What type of library resources do these students use?
5. What criteria for selection of learning materials do students in non-residential college programs use?
6. What problems do these students encounter in library utilization?

Need for the Study:

Institutions of higher education have felt, and continue to feel, increased demands by the public for the services they provide. There exists a large number of people who desire the

benefits of college training but who, for a variety of reasons, cannot fit into the traditional framework of higher education. The problem is aggravated by the growing demand in our society for academic credentials as proof of competency. In an address at Antioch College, Tyler expressed the thought that American higher education was faced with major problems which could not be solved by simply building more and larger colleges and universities. To accommodate the new groups of students and to design new curriculums, the effectiveness and efficiency of learning in college must be increased. These problems, he stated, can only be solved through experimentation. "Experimentation is a major factor in giving vitality to college education. America needs the experimental college." (Tyler, 1964, pp. 153-157.)

The need for more flexible alternatives to traditional educational institutions was also made clear by New York State Commissioner of Education, Ewald Nyquist, in his inaugural address in which he stated,

> If attendance at a college is the only road to college credentials those who cannot, or have not, availed themselves of this route, but have acquired knowledge and skills through other sources, will be denied the recognition to which they are entitled. Neither the State nor the Nation can afford such waste, nor should they tolerate such inequity. The costs of traditionalism are too high (Nyquist, 1972, p. 7).

Innovative colleges like Goddard College in Vermont, the Empire State College, and, most recently, the New York State

Regents External Degree Program, have taken the initiative in providing such alternatives. If such institutions are to be viable alternatives and if the library is to actualize its potential, it is necessary that administrators incorporate into their planning and operation the characteristics of library use of the students they are educating. Writing on this topic, a dean at La Salle College in Philadelphia regretted the emphasis on reckoning the library solely on fiscal terms. Circulation statistics, acquisitions, and library operations should be considered in relationship to the library's instructional function to students (Robert, 1963, pp. 241-243). Similarly, the administrator's interest in the library should be more than providing funding for an adequate number of books. Unless the importance of library use is stressed by the administrator, especially to the faculty, there will be a decrease in "the importanc of materials and aids in the daily work of education" (Carlson, 1971, p. 39).

Joyce advocated that the functioning of media centers should be concentrated "around the stimulation coming from a user (student, faculty, or administrator) who expresses a need for some kind of material." Although he omits administration functions in his theoretical design, he considers them vital to the practical operation of a media center. Once the resource center is user-oriented, "presidents, trustees and deans can decide how to best fit into their on-going overall organization in order to accomplish the desired objectives set for the instructional media center" (Joyce, 1970, pp. 80 and 100).

Little research, however, has been done to determine the needs and habits of the library user. Peter Hiatt summarized many of the needs for research in the way library resources can best be related to the user by stating:

> We have yet to produce a study on the user's approach to knowledge. . . . Most, if not all, of the current experiments in data processing and computer application to libraries are in the area of technical services, and the use of data processing and computer equipment seems to be for the librarian's rather than the user's benefit (Hiatt, 1967, p. 923).

Similarly, L. Quincy Mumford, Librarian of Congress, remarked:

> Among the general studies relating to bibliographical control I would give first place to the subject of user studies and the need for research on at least two of its aspects: user needs and user habits (Mumford, 1967, p. 926).

The 1972 Master Plan for higher education in New York State clearly identified the need for specific study of library utilization in innovative college programs with the recommendation

> That the State explore, evaluate, and publicize--for those who either choose to or must study on their own--the noncollegiate learning experiences available through The University of the State of New York. These include libraries, museums, proprietary schools, industrial training programs, and home study materials, delivered through the various technologies, all of which constitute an unrealized part of the educational resources of the State (New York State Education Department, 1972, p. 38).

Limitations of the Study:

Certain limitations were required for this study:

1. The study was limited to an investigation of library

utilization by the students enrolled in the New York State Regents External Degree Program, Empire State College, and the Adult Degree Program of Goddard College. These programs offered little or no library services to their students.

2. While it was recognized that the questionnaire technique was an economical and expedient way of gathering data for such a dispersed population, it was not possible to validate responses. Similarly, there was difficulty in the tabulation of unstructured responses.
3. The definition of library use as "entering a library facility" has the inherent limitation that entry into a library does not assure that students acquire knowledge.
4. The research was limited by student biases, the accuracy with which they responded, and their interest in cooperating with the study.
5. The innovative nature of the degree programs as well as their newness limited the findings to the current characteristics of the students enrolled.
6. As a descriptive study, the investigation sought to describe, record, analyze, and interpret conditions as they existed. Statistical techniniques appropriate for inferential analysis were not employed in the study.

Definitions of Terms:

For the purpose of this study, specific terms were defined as follows:

NON-RESIDENTIAL DEGREE PROGRAM: A program of higher education in which students are not circumscribed by geographical restrictions for their learning experiences.

FULL-TIME STUDENTS: Those students who have contracted to study as full-time students according to the requirements of their respective degree programs.

PART-TIME STUDENTS: Matriculating students who have not contracted to study as full-time students according to the requirements of their respective degree programs.

LIBRARY UTILIZATION: Entering a library facility.

LIBRARY FACILITY: A collection of books and other forms of communication kept for reading, study and consultation. For the purpose of this study, the definition does not include the personal collections that students may have.

LIBRARY RESOURCES: This includes the full range of print and audio-visual media, equipment and personnel available in a library.

CHAPTER II

REVIEW OF LITERATURE

Since the innovative college is a recent development in higher education, its role is not completely established. Furthermore, there is a lack of specific research on libraries serving innovative colleges. The review of literature includes pertinent studies of traditional libraries in four-year colleges, community college libraries, and public libraries. It should be kept in mind, however, that the innovative college is purposely designed as an alternative to the traditional college and, while profiting from their experiences, it should not restrict itself to any part of existing library practices. These new college alternatives must seek their own means of best serving their students.

Library Utilization:

Lack of Library Use

Early researchers of library utilization such as McDiarmid (1935), Smith (1938), and Branscomb (1940) studied circulation records to better understand student borrowing patterns. Branscomb (1940), however, was the first to reveal that the circulation obscured actual library use. He demonstrated undergraduates did, in fact, make little use of the college or university book collection (Branscomb, 1940, p. 37).

The lack of library use revealed by Branscomb has not changed a great deal and is reflected over the years in a variety of articles in education literature. Thompson and Nicholson (1941, p. 179) demonstrated that the upper quarter of the student circulators withdrew almost two-thirds of all volumes circulated during the semester studied. In her study, Knapp (1959, p. 92) showed that 20 per cent of the students at Knox College accounted for half the borrowing and less than half the students accounted for about 90 per cent of the borrowing. Another study at Eastern Illinois University showed that 62 per cent of the student body borrowed no books (Barkey, 1965, p. 115). Lane's survey revealed less than 30 per cent of the students in any of the five undergraduate schools at the University of Delaware used the library facilities (Lane, 1966, p. 278). In a more recent study of library usage at the Columbia University libraries, it was revealed that 40 per cent of the users accounted for 70 per cent of the circulation considering all user groups and all types of materials (Mount and Fasana, 1972, p. 205).

Scholastic Average and Library Use

To explain student utilization of library resources, researchers have attempted, over the years, to find a correlation between student grades and their use of the library. After failing to find an statistically significant correlation between the number of books borrowed and grade-point-average, McDiarmid wrote, "the number of titles read by each student

has little to do with the grade point average" (McDiarmid, 1935, p. 63).

While noting the low correlation between scholastic standing and library use, Branscomb attempted to explain the undeniable association between the two factors when students were grouped by grade point average:

> The higher average borrowing of the upper scholastic groups seems likely to be due to a portion of students in these groups whose high borrowing records were sufficient to raise the average of the groups, while the lack of correlation when the records were worked individually is accounted for by the existence also of many students with good grades who did little reading (Branscomb, 1940, p. 42).

He cautions, however, that not too much importance should be placed on the lack of correlation because of the presence of other factors. Some students, for example, get library materials from friends, textbooks, and other libraries. None of these resources are recorded in circulation records.

Recent studies have failed to demonstrate a correlation between library use and academic achievement. A study at Grand Canyon College found that half of the student body borrowed 4.9 per cent of the entire circulation. The other half of the student body borrowed 95.1 per cent of the total circulation. Even with this marked difference in library use, there was no comparable difference in grade point averages. The investigator found no correlation between library use and grades received (Ritter, 1968, p. 34).

However, one cannot completely discount library use as a factor in academic achievement. Clayton found that, taken as a group, students with high grades tend to borrow a greater number of books than students with lower averages (Clayton, 1965, p. 107). Thompson and Nicholson (1941, p. 182), Clark (1960, p. 317), and Cammack and Mann (1967, p. 131) also found that better students were heavier users of the library than students with lower averages.

Two studies do reveal some correlation between scholastic achievement and library use. Barkey, while finding a correlation between grade point average and library withdrawals, considered any conclusions from the correlation to be unreliable (Barkey, 1965, p. 117). Kramer attempted to see if there was any correlation between attrition and library use. He found those students who did not borrow any books during the quarter studied earned an average grade point of 2.00 (on a 4.00 scale) while library users earned 2.22. The data yielded a high degree of significance with a t-value of 4.26. The grade point average differed among the various majors of the students (Kramer, 1968, p. 311).

In a study of a sample of non-users of the Rensselaer Polytechnical Institute libraries, it was concluded that "use or non-use of the library is not based on intellectual capacity or quality point average." In this study, the average quality point average for the respondents was 2.5, slightly more than the average RPI student with a 2.4. Most respondents

stated they did not have time to go far beyond course requirements (Lubans, 1971, pp. 362-367).

Library Use and Academic Departments

Attempts have been made to find a correlation between a student's academic major and library use. As early as 1935, McDiarmid found that the humanities and social sciences required much reading while the natural sciences and languages required little (McDiarmid, 1935, p. 73). The fairly general pattern of greatest use by students of the humanities followed by the social sciences and then the physical science students was noted with only slight deviations in the latter studies of Thompson and Nicholson (1941), Knapp (1959), Behling and Cudd (1967), and Allen (1971).

McGrath (1972) similarly studied library use according to academic department. Employing a unique research design, he assigned library classification numbers to courses at two institutions of higher education. By comparing classification numbers of books with the classified profile of program descriptions, he found several patterns. The researcher found that book numbers that were matched to the course profiles were: 1) more likely to be charged out, 2) more likely to be charged out than left on tables once they were removed from the shelves, and 3) more likely to be taken off the shelves than left on. McGrath stated:

> The difference between the expected and the actual proportions in the three situations were large enough to suggest that

> a precise, classified profile of the university program can be used to select books and predict circulation (McGrath, 1972, p. 212).

Some researchers have gone beyond merely attributing heavy library use to certain disciplines. McDiarmid (1935, p. 12) concluded that the difference in library use among departments is "due to the differences in teaching methods employed in each group of departments." Similarly, in her study at Knox College, Knapp makes the following generalization about whether a specific course will be dependent on the library:

> Neither the subject field, nor teaching method, nor kind of assignment, nor quality of students in a class is of crucial importance in determining whether or not a given course will be dependent upon the library. The only decisive factor seemed to be--and this is a subjective judgment --the instructor's attitude (Knapp, 1958, p. 829).

Library Use and Grade Level

There appears to be a general consensus among the various studies that the circulation tends to increase from the freshman to the senior year. McDiarmid (1935) and Eurich (1933) both concluded that there is a higher rate of library use by upper classmen. Knapp revealed that academic class ranked highest in relative significance with borrowing. However, she indicated that this is probably attributable to course demands rather than any student attribute at the higher class levels (Knapp, 1958, p. 29).

Other studies revealed slight deviations in library circulation. Barkey (1965, p. 116) discovered that 44 per cent

of the freshmen at Eastern Illinois University borrowed one or more books, while only 36 per cent of the other classes made this use of the library. Lane also noted a slight difference in finding sophomore library use higher than that of the juniors (Lane, 1966, p. 278). Cammack and Mann (1967), as well as Ritter (1968), recorded an increase in the average number of books circulated from the freshman to the senior year.

How the Library is Used

The various studies of student library use reveal that the majority of users do not utilize the library as a research tool. Knapp revealed that the students at Knox College used the library almost exclusively in connection with course work (Knapp, 1959, p. 29). Jain's survey at Purdue University disclosed that 60 per cent of the library patrons visited the library to use their own materials; 54 per cent came to use library materials; and 20 per cent came to check out materials for home use (Jain, 1966, p. 217). At Massachusetts Institute of Technology, 71.9 per cent of the undergraduates used the library for class preparation. Even on the graduate level, 52.4 per cent used the library for class preparation (Nicholson, 1962, p. 220).

Responses to a questionnaire at Purdue University showed that the three groups (faculty, graduate students and undergraduate students) each had different reasons for visiting the library. However, use of the library for course preparation was listed as the main use by graduate students, the

second greatest use for undergraduates, and the third largest response for use by the faculty (Rzasa and Moriarty, 1970, p. 407). Similarly, Allen's study of three community colleges in Illinois showed 61 per cent of the students using the libraries came to study (Allen, 1971, p. 71).

Instructional Relationship:

The consideration of library usage leads us quite easily into an analysis of the relationship of the library to the whole education program. Despite the fact that libraries ideally should take an active role in education, they have traditionally acted in only a passive manner. To alter this "libraries will have to be integrated into the instructional process in such a way as to maximize their usefulness. The professional skill and knowledge of librarians must be used in the total educational process" (Jordan, 1967, p. 5).

The belief that the main purpose of the library was to facilitate the instructional program was recognized by early researchers such as Branscomb (1940, p. 6). However, early researchers of library usage indicted teaching faculties for lack of library use. They charged that faculty did not use library materials in the instructional process which was, in their thinking, their professors' responsibility (Branscomb, 1940, p. 80 and Hurt, 1936, p. 42).

Unlike some of the earlier critics of the library's role, recent writers (many librarians themselves) place much of the blame for the unrealized potential of the library on librarians.

Kamatos and Jarvis felt that since school librarians cannot become acquainted with every child the best way of serving the individual is through quality service to teachers (Kamatos and Jarvis, 1965, p. 305).

In an early article on this subject, Land felt there was a need for two types of college librarian: one who was technically trained, the other, a teacher-scholar who would advise and instruct students. If the library was to serve as an educational institution, the author believed a balance between these two elements would have to be "correlated with the larger educational and financial problems of the college as a whole" (Land, 1947, p. 94).

Kuhlman, during a symposium studying the feasibility of teaching with books on the college level, mentions eight essentials for the educational effectiveness of a college library:

> The college must have clearly defined educational objectives; a library-centered curriculum and appropriate methods of instruction must be devised to attain these objectives; the library's collection should be built up primarily by the faculty with a view of implementing the instructional program; the college librarian should be acquainted with the faculty, curriculum and teaching methods to plan an active role; library collections and services should be so organized to expedite use; the library staff should be academically as well as technically competent; teaching and library practices should be constantly evaluated (Kuhlman, 1957, pp. 8-9).

At the same symposium, Faison related that it was her

conviction that the library's contribution to the educational program rested on the services of the reference department (Faison, 1957, p. 18).

Knapp saw the library's contribution to education on three levels:

1. The library as an agency which supplies books,
2. The library as a repository for a variety of sources of information, and
3. The library as an organized tool for the solution of problems.

As for the status of the library, Knapp stated that

> to call the library "the heart of the college" is to speak in hyperbole. There is a widespread lack of understanding or, at least, consensus among faculty and staff about what a library can and should contribute to the college--indeed, about what a library is (Knapp, 1959, p. 90 and p. 93).

Sutton similarly wrote that to attain its potential a consensus about the library's role would first have to be established among faculty, administration, and librarians (Sutton, 1962, p. 63).

In one survey of 367 institutions, there was almost complete agreement among the 275 responding colleges that faculty and librarians were working partners in carrying out the educational objectives of the college. Nevertheless, most felt that "only a small part of the education potential of the college library was being used" (Scherer, 1970, p. 43).

Educational Trends Effecting Libraries:

Independent Study Movement

The independent study movement has implications for college library service. Knapp identified two basic kinds of independent study. First, a program where the student works independently at his own pace and utilizes materials selected by the instructor. Because of the diverse characteristics of both the students and the media used, the materials are housed in a learning resource center (Knapp, 1970, p. 11).

Knapp's second version of independent study is the traditional type once reserved for advanced or honor students. Presently this method of learning is found at various levels of education and includes students of various abilities. While the expansion of independent study places a great burden on libraries, there has been almost no measurement of the library's contribution to the program (Knapp, 1970, p. 11).

Library Resource Center

An innovation that has received great attention is the inclusion of audio-visual facilities, equipment and materials into the library. With some exceptions, there has been widespread acceptance of combining print and non-print materials. The proliferation of the library resource centers can be attributed to the great strides in educational technology as well as the increased support of these innovations by federal funding (Oglesby, 1968, p. 59).

To be responsive to the goals of independent study, the

learning resource center must respect the student's freedom to seek information, his freedom to select materials and the pace with which the individual student makes progress (Curry, 1970, p. 29). This shift to include non-print media and instructional technology may have far-reaching consequences for the library. These consequences range from giving the library a more vital role in the educational program to being replaced by a new type of agency (Knapp, 1970, pp. 11-12).

While colleges have incorporated the concept of the library resource center to various degrees, the program at Oakland Community College in Michigan is an extreme example. After diagnostic testing to determine a student's learning style, an educational prescription is developed for each individual. To date, over 17,000 prescriptions have been developed. The student is provided with a variety of options of how and where he is going to pursue his learning experiences. Integral to this program is the learning resources center. In addition to the college library services, the center acts as a clearing house for various instructional packages and includes a variety of learning media. The staff consists of more than librarians. They work with the students on course content problems. Similar to the other personalized education areas, the staff of the resource center supply feedback into the student's instructional prescription (Nunney, 1972, pp. 10-15). One writer addressing himself to the impact of the learning center on education noted that "almost all proposed college and university external degree programs stress

the importance of the central role that the library is to serve in their plans" (Hostrop, 1973, p. 16).

Library-College

One educational movement which incorporates the concepts of independent study and the resource center is the Library-College movement. Not a new idea, this concept is recently gaining impetus. It was formally proposed by Louis Shores in an essay for the American Library Association in 1934. To Dr. Shores, the Library-College is

> . . . a college in which the dominant learning mode is independent study by the student in the library, bibliographically guided, intellectually aroused and spiritually stirred by the faculty (Shores, 1935, p. 31).

Integral to the Library-College idea is the concept of the Generic Book. The Generic Book is defined by Shores as "the sum total of man's communication possibilities." The all-inclusive nature of this definition permits the matching of individual student differences with differences of educational media. The Library-College is characterized by an absence of any physical or educational demarcation between the library and the teaching staff. Both would be housed in a central resource center. Independent study plays a central part in the program. As learning occurs, the student assumes the primary responsibility for learning. Each student would progress at his own pace, either as an individual or as a member of a small group in contrast to the traditional classroom techniques of lecture-discussion (Jordan, 1967, p. 17).

To date, no college has implemented all of the principles of the Library-College. Nevertheless, several college programs have experimented with the idea of increasing the teaching role of the library. Such programs are found at Monteith College at Wayne State University, Swarthmore College, Federal City College in Washington, D. C., as well as Hampshire College in Amherst, Massachusetts. Bechtel (1971, p. 199), after a critical analysis of existing Library-College projects, sees the greatest contribution of the Library-College in its reminder that education is to be student oriented; that students should play a central role in determining their own education.

Summary:

The lack of library use determined by early researchers has not changed appreciably and is reflected in more recent studies. Most studies have not revealed any conclusive correlation between academic success and library use. Furthermore, the greatest use of libraries has been in the areas of the humanities and the social sciences.

There is a consensus among the various studies that circulation tends to increase from freshman to the senior year of college.

While often referred to as the "heart of the college" only a small part of the library is utilized. Libraries have not been used as a research tool. They have been used mostly for class preparation with students studying their own materials.

Among the most recent educational trends effecting an

increase in library use is the independent study movement. Related concepts such as the library resources center and the Library-College have tended to emphasize the teaching function of libraries.

CHAPTER III

METHODS AND PROCEDURES

Scope of the Study:

The purpose of this study was to collect and analyze data concerning library utilization by students enrolled in non-residential degree programs. The students enrolled in the Empire State College, the New York State Regents External Degree Program and the Adult Degree Program of Goddard College were selected as the population of this study. The selection of these non-residential colleges was made in view of the innovative nature of the institutions and the diverse characteristics of the students. The students in each program were diverse in age, residence, occupation, and educational background. Most importantly, each college program was composed of a group of people in need of information yet not served by any single library.

Characteristics of the Degree Programs:

Empire State College

The Empire State College was created as an alternate educational facility of the State University of New York. Emphasis is placed on non-classroom modes of learning and cooperative utilization of existing educational resources at State University campuses as well as other institutions of higher education in the community. A dialectical process allows

Empire State College to work out individual programs which combine individual interests and needs with the goals of a liberal education. Matriculating students develop unique programs with a mentor or follow programs of study developed by the faculty. Paramount in the program is the flexibility that is afforded the student in planning and executing their learning experiences.

The College presently consists of an administrative center and four separate learning centers. The learning centers are geographically dispersed throughout the state. Additional centers are projected for the future. Three centers were designed to be regional educational resources in developing non-classroom approaches to learning.

Northeast (Albany). This center was opened on November 5, 1971. Facilities were made available at the downtown complex of the State University of New York at Albany in Draper Hall. Although sophisticated learning technology was not immediately available to students, recent renovations and equipment provided a functional center. Working arrangements were negotiated for students to use libraries and other institutional resources at other institutions of higher learning in the area.

The Albany center, at the time of this study, had 11 mentors serving 219 full-time students and 87 part-time students.

Genesee Valley (Rochester). This center, at 8 Prince Street in Rochester, was opened January 14, 1972. The quarters are adjacent to the downtown center of the State University

College at Brockport. The center had 12 mentors serving 234 full-time students and 45 part-time students when this study was conducted.

The New York Metropolitan Center (Manhattan). The program of the Labor College consists of a variety of offerings based upon an integrated curriculum of labor and liberal arts subjects, industrial and labor relations courses, group workshops and independent study. Three degrees are presently available to students: 1) Associate in Science in Industrial and Labor Relations, 2) Associate in Arts (with an optional concentration in labor studies), and 3) the Bachelor of Arts (with an optional concentration in Labor Studies).

The Manhatten center had 14 mentors serving 118 full-time students and 221 part-time students.

Long Island (Old Westbury). This learning center was opened September 15, 1972, at Tranor Hall, previously part of the State University of New York's Old Westbury campus. When the research was conducted, the center had 14 mentors and serves 224 full-time students and 136 part-time students.

Saratoga (Saratoga Springs). Housed in the former Scribner Library of Skidmore College, this facility is the main administrative center for Empire State College. While the major concern of the personnel at Saratoga is administrative services, some act in a limited capacity as mentors. There were 61 full-time students and 26 part-time students served by the center at the time of this study.

Under development at the Saratoga Center is a learning resource center. The resource center will provide the organized programs and resources for learning and make them available to students and faculty throughout the state.

A newly organized reference library is part of the learning resource center and is staffed by two librarians and one full-time clerical assistant. Although students may use this facility, the main purpose of the library is to serve as a reference library for the faculty of the learning resource center, as well as the learning centers throughout the state. At present this is the only formal library facility of the Empire State College. Additional libraries are not planned for the other learning centers. Students are encouraged to use existing libraries. To facilitate their library needs, arrangements have been made for Empire State College students to use library facilities in their immediate areas. Students have borrowing privileges at all college libraries in the State University of New York system (Empire State College, 1972, p. 3 and pp. 12-15).

New York State Regents External Degree Program

In response to the need for alternative routes of higher education, the Regents of the State of New York have made it possible to obtain a college degree without attending college. The Associate of Arts External Degree was first awarded in 1972. Programs leading to the Associate in Applied Science External Degree in Nursing and the degree of Bachelor of Science in Business Administration were finalized in 1973.

Requirements for the degrees are met through existing College Proficiency Examinations of the New York State Regents, college transcripts, evaluation of college-level knowledge or a combination of these methods.

At the time of this study, the department did not provide instruction or library facilities directly, although study guides and bibliographies were prepared and distributed to assist candidates.

Adult Degree Program (ADP) of Goddard College - Plainfield, Vermont

The Adult Degree Program (ADP) of Goddard College was initiated in 1963. ADP students represented a broad spectrum of vocations, backgrounds, interest, and needs. These students came from throughout the United States and also from a number of foreign countries. The Adult Degree Program is basically, although not exclusively, for people 26 years of age or over. Typically, these students began college at some point, were unable to finish their studies, and now are interested in completing degree requirements. In March, 1973 there were 440 students enrolled in the program with 20 faculty members (Goddard College, 1972).

Those completing the program received a Bachelor of Arts degree. As there are no specific majors in the Goddard program, this degree is not in any particular field. It is a liberal arts degree, signifying that a student has successfully completed a program of undergraduate education built around his own needs and learning. There are no curriculum

requirements for the Adult Degree Program. The students have the responsibility to build the program's curriculum which reflect their own needs and interests (Goddard College, 1972).

The academic year consists of two six-month semesters. Because of previous college work, the average student is enrolled in the program for two years. Each student begins and ends the six-month semester with a two-week resident period. Shortly before the beginning of the six-month semester, those enrolled are sent descriptive information about the faculty and the areas around which each is prepared to help students plan their independent studies. After evaluation of the previous semester's work, each student has the opportunity to speak with individual faculty members. Students are then asked to make first, second, and third choices of faculty members with whom he would like to work. Individual conferences are scheduled for making independent study plans. Usually by the end of the resident period, students have confirmed an area of study with appropriate procedure as well as made arrangements for continued contact with the faculty (Goddard College, 1972).

Collection of the Data:

Development of the Questionnaire

A major problem in investigating the library utilization of students enrolled in innovative college programs was the development of an appropriate instrument. A review of previous research studies revealed no such instrument. It was

therefore necessary to construct one for the development of the measures for library utilization. Knapp (1959), Bundy (1967), Allen (1971), as well as a questionnaire constructed by the Research and Evaluation Office of the Empire State College (1972) were used as guidelines for the development of an instrument.

After a number of related questions were formulated, letters were sent to a group of 25 Empire State College students requesting telephone interviews. The purpose of these interviews was to determine if any ambiguity existed as well as to check if the questions were appropriate. The instrument was revised in accordance with information gained from the telephone interviews. The revised instrument was then administered to a graduate class at the State University of New York at Albany for critical appraisal of possible ambiguity and further amended. This instrument was administered by the writer in a pilot test to 38 students enrolled in the Adult Degree Program of Goddard College. The final draft of the instrument employed in the actual study incorporated the findings and recommendations of previous interviews and pilot tests.

Administering the Questionnaire

The administration of the three degree programs studied provided valuable assistance which helped make the study possible. The Vice President for Research at Empire State College requested that only students from the Albany, Rochester, and Long Island Centers be sampled. Upon compliance by the

writer with this request, the administrator solicited the support and assistance of the deans of the three learning centers. One hundred subjects were randomly chosen from the list of names and addresses supplied using a table of random numbers.

Similarly, the administrators of the Regents External Degree Program were equally receptive to the study. Lists of student names and addresses were made available along with a cover letter which accompanied the mailed questionnaire. (See Appendix 9, page 94.)

Information provided by the Registrar of the External Degree Program revealed that students in this program fell into two strata. It was estimated that 38 per cent of the students enrolled (approximately 600 students) were matriculating in the program leading to the degree of Bachelor of Science in Business Administration. The balance of the students, 62 per cent (approximately 1000 students), were matriculating in the program leading to the degree of Associate of Arts. Considering the difference in enrollment in the degree programs of the Regents program, a proportionate number of subjects were selected for the sample from each strata using a table of random numbers. A total of 100 subjects was sought from this program.

Assurance was given that the instrument was designed to insure the anonymity of the individual. Similarly, the subjects were assured that the data would not be tabulated for each questionnaire but only as a group. Copies of the letters sent to students in the Empire State College and the Regents External Degree Program are found in Appendix 7 (page 92) and Appendix 8 (page 93) respectively.

Due to the recent establishment of the Empire State College and the New York State Regents External Degree Program, no accurate mechanism had yet been established to provide current registration statistics. A self-addressed stamped envelope was mailed with each questionnaire to aid the subjects in responding. The response to the mailed questionnaire was rapid. A total of 46 per cent of the responses from students in both college programs were returned within eight days of being mailed. Those subjects who did not respond by the date mentioned in the cover letter were surveyed a second time. When a non-usable questionnaire was returned or when no response was received after the second letter, another subject was randomly selected from the lists of students provided.

Following this procedure, a total of 88 usable questionnaires were received from 118 Regents External Degree students surveyed. Similarly, of the 121 subjects surveyed in the Empire State College, 86 usable questionnaires were returned.

Arrangements were made with the administrators of Goddard College to survey students enrolled in the Adult Degree Program during two of the two-week resident periods. After an introduction and explanation of the study were made by a college administrator, the questionnaire was administered by the writer to all students in attendance at the planning and orientation conferences. Eighty usable questionnaires were received from the 84 subjects surveyed at Goddard College.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter is an analysis of the utilization non-residential degree students make of libraries. Thirteen questions were asked of the students. Two questions provided for responses concerning the academic status of the students. One question sought information regarding the academic area for which the respondent used the library most. Frequency of library use was sought in another of the questions. Eight questions dealing with library usage were constructed on a five-point scale. An open-ended question was included to obtain students' responses regarding the role of libraries in their academic career.

Responses to these questions are presented in tables with the percentage of responses classified according to sections in each question in addition to the percentage failing to indicate a response. All percentages presented are rounded to equal 100 per cent.

Best writes, "If a Likert-type scale is used it may be possible to report percentage responses by combining the two outside categories" (Best, 1970, p. 175). The investigator has summarized the data gathered from the five-point scales and has presented them in this fashion. The summarized categories read: "Almost Always" and "Frequently", "Occasionally"

and "Rarely," and "Almost Never." The additional category of "No Response" is also presented. The purpose of summarizing these categories was to emphasize major trends in the various responses rather than the response for specific areas. Responses for the specific categories of the five-point scale are found in the Appendix.

The final responses to the mailed questionnaire for the two college programs were 86 for the Empire State College and 88 for the Regents External Degree program. Of the 84 subjects surveyed at Goddard College, 80 usable questionnaires were received. Table 1 contains a summary of the usable responses received from the three college programs studied.

TABLE 1: SUMMARY OF USABLE RETURNS

Degree Program	Number of Responses
Adult Degree Program of Goddard College	80
New York State Regents External Degree Program	88
Empire State College	86
Total Responses:	254

The reader will notice a change in the total number of responses for question four through and including question nine. The decrease from 254 respondents to 224 respondents is a result of directions given in the questionnaire. Those students indicating they "Never" use a library in question three were asked to skip to question ten. The thirty students indicating non-use of libraries account for the difference in responses.

The open-ended question is analyzed and reported although no attempt has been made to treat the responses quantitatively. Indication is given of the number of responses and the areas of concentrations are classified in rather broad general terms. Items mentioned once or by a few people are reported only when they are pertinate to the study. In some instances, quotations are used to illustrate the opinions of students.

While this study was not designed as a comparative study, comparison of responses between the three institutions has been made for certain questions. The reason for such comparison is a fundamental difference in one or more of the degree programs that may have affected the responses for that particular question.

Full-Time and Part-Time Status of Students. The purpose of the first question was to obtain information about the full-time or part-time status of those students responding. Fifty-eight per cent of the respondents stated that they were full-time students. All students enrolled in the Adult Degree Program of Goddard College are considered to be full-time students. Students enrolled in the Empire State College elect whether they intend to study on a full-time or part-time basis. Seventy per cent of those responding from the Empire State College indicated that they were full-time students. People enrolled in the New York State Regents External Degree Program do not formally declare their status. Ninety-one per cent of the Regents External Degree students responding considered

themselves as part-time students. A summary of the responses is shown in Table 2.

TABLE 2. FULL-TIME AND PART-TIME STUDENTS RESPONDING

Degree Program	Full-Time		Part-Time	
	N	Percentage	N	Percentage
Adult Degree Program of Goddard College	80	100	--	---
Empire State College	60	70	26	30
New York State Regents External Degree Program	8	9	80	91
TOTAL:	148	58	106	42

Present Educational Level of Students. A majority, 63 per cent, of the respondents indicated that they had credit for at least two years of college work. This characteristic is true not only for the combined responses but also for the responses from each of the degree programs. The percentage of students in each program indicating two years or more of college are: 70 per cent of the Goddard students, 65 per cent of the Empire State College students, and 54 per cent of the Regents External Degree students.

The high number of students in the third and fourth years of college may be attributed to a great extent to the fact that the three college programs offer attractive opportunities for former college students to complete degree requirements begun at other institutions. The Adult Degree Program of Goddard College has made this one of its distinguishing points.

The characteristic of a greater number of upper classmen being enrolled may change. As non-residential college programs continue to grow and become more popular, they may attract more students with little or no previous college experience. Table 3 contains education level of students in the degree programs studied.

Frequency of Library Use by Students. Eighty-eight per-cent of those responding mentioned that they had used a library in the previous six months. The greatest frequency in library use occurred weekly with 49 per cent of the respondents indicating weekly use. Empire State College students are the greatest weekly users of libraries with 65 per cent indicating this response. Thirty-five per cent of the students responding indicated a monthly use pattern. Four per cent stated they used a library facility daily. Those who indicated they "Never" used a library in the six-month period constituted 12 per cent of the respondents. The greatest indication of non-use was stated by 20 per cent of Regents External Degree students who answered. Tabulations are shown in Table 4.

Frequency of Library Use by Educational Level. When frequency of library use was analyzed by the academic level of those responding "Weekly" use of libraries was indicated most often. Five people with no previous college experience indicated they used libraries "Monthly." Two other respondents with no college work stated they used libraries "Weekly."

TABLE 3. EDUCATIONAL LEVEL OF STUDENTS RESPONDING

College Program	High School Graduate		First Year		Second Year		Third Year		Fourth Year		College Graduate		Total	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage
Adult Degree Program of Goddard College	1	1	7	9	16	20	22	27	28	35	6	8	80	31
Empire State College	1	1	12	14	17	20	18	21	32	37	6	7	86	34
New York State Regents External Degree Program	6	7	5	6	29	33	31	35	11	12	6	7	88	35
TOTAL:	8	3	24	10	62	24	71	28	71	28	18	7	254	100

TABLE 4. FREQUENCY WITH WHICH NON-RESIDENTIAL DEGREE STUDENTS ENTERED A LIBRARY IN THE SIX MONTHS PRECEEDING THE SURVEY.

Degree Program	Daily		Weekly		Monthly		Never		Total	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage
Adult Degree Program of Goddard College	3	4	33	41	37	46	7	9	80	31
Empire State College	1	1	56	65	24	28	5	6	86	34
New York State Regents External Degree Program	6	7	35	40	29	33	18	20	88	35
TOTAL:	10	4	124	49	90	35	30	12	254	100

Those respondents with college experience indicated a "Weekly" use of libraries more than any other response. Fifty-six per cent of those first-year college level students responding stated "Weekly" use of libraries. The "Weekly" response is somewhat less for those on the second-year level. However, the percentage of respondents indicating they used libraries "Weekly" increased for each of the following educational levels after the second year including college graduates. Table 5 includes the frequency of library use for each of the educational levels.

Libraries and Academic Success. Eighty-eight per cent of the respondents indicated they used a library sometime during the six months preceeding the study. Of these users, the majority stated that libraries had a considerable effect on their academic success. Sixty-seven per cent of the library users mentioned that libraries "Almost Always" or "Frequently" contributed to their academic success. Twenty-seven per cent felt that libraries "Occasionally" contributed to their academic success. Four per cent indicated a rare contribution and two per cent felt that libraries "Almost Never" contributed to their academic success. Respondents from the Empire State College indicated to the greatest extent that libraries made a contribution to their educational success. Eighty-one per cent of the Empire State College students responding indicated that libraries "Almost Always" or "Frequently" aided in their academic success. This feature of the students in the Empire

TABLE 5. FREQUENCY OF LIBRARY USE BY EDUCATIONAL LEVEL

Educational Level	Daily		Weekly		Monthly		Never	
	N	Per-centage	N	Per-centage	N	Per-centage	N	Per-centage
High School Graduate	0	0	2	25	5	63	1	12
Collegiate Year:								
First Year:	2	9	13	56	6	26	2	9
Second Year:	3	5	26	42	22	35	11	18
Third Year:	2	3	36	50	28	39	6	8
Fourth Year:	3	4	36	50	24	33	9	13
College Graduate:	0	0	11	65	5	29	1	6
TOTAL:	10	4	124	49	90	35	30	12

State College is not in conflict with the fact that they indicated the greatest frequency of library use. Table 6 includes responses to the catagories of the five-point table.

Contribution of Libraries to Academic Success by Educational Level. The percentage of respondents indicating that libraries contributed to their academic success "Almost Always" or "Frequently" was greater than responses of "Rarely" or "Almost Never" for each educational level presented in the questionnaire. Forty-three per cent of those with no previous college indicated that they "Almost Always" or "Frequently" considered libraries to make a contribution to their academic success.

A majority of respondents from each college level and of the college graduates indicated that libraries "Almost Always" or "Frequently" contributed to their academic career. Seventy-one per cent of the first year students responding indicated that libraries "Almost Always" or "Frequently" contributed to their academic success.

Still a majority, 56 per cent of second year level students, responded that libraries "Almost Always" or "Frequently" made a contribution to their academic success. Similar to the pattern seen in frequency of library use, the percentage of responses that libraries "Almost Always" or "Frequently" aided academic success increased to 63 per cent for the third year and to 79 per cent for for fourth year educational level. A summary of responses is found in Table 7. Appendix 1 contains

TABLE 6. FREQUENCY WITH WHICH NON-RESIDENTIAL DEGREE STUDENTS INDICATED LIBRARIES CONTRIBUTED TO THEIR ACADEMIC SUCCESS.

Degree Program	Almost Always N	Almost Always Percentage	Frequently N	Frequently Percentage	Occasionally N	Occasionally Percentage	Rarely N	Rarely Percentage	Almost Never N	Almost Never Percentage	No Response N	No Response Percentage	Total N	Total Percentage
Adult Degree Program of Goddard College	23	31	23	31	20	27	5	7	2	3	--	--	73	33
Empire State College	33	41	32	40	14	17	2	2	0	0	--	--	81	36
New York State Regents External Degree Program	11	16	28	40	26	37	3	4	2	3	--	--	70	31
TOTAL:	67	30	83	37	60	27	10	4	4	2	--	--	224	100

responses for the individual categories of the five-point scale.

TABLE 7. CONTRIBUTION OF LIBRARIES TO ACADEMIC SUCCESS BY EDUCATIONAL LEVEL.

Educational Level	Almost Always and Frequently Percentage	Occasionally Percentage	Rarely and Almost Never Percentage
High School Graduate:	43	43	14
Collegiate Year:			
First Year:	71	19	10
Second Year:	56	38	6
Third Year:	63	28	9
Fourth Year:	79	18	3
College Graduate:	73	27	0

Library Use and Academic Division. A pattern of greatest use of libraries in the area of the humanities, followed by the social sciences, was found in the study. Thirty-seven per cent of the respondents said they used the library mostly for the humanities. Replies were received from 36 per cent indicating they used the library most for the social sciences. Seventeen per cent stated they used library facilities mostly for occupational studies. While 10 per cent of those responding mentioned they used the library most in the area of mathematics and science. From the tabulations shown in Table 8, it can be seen that this pattern of greater use for occupational studies than in mathematics and science was true for all three college programs.

TABLE 8. ACADEMIC AREAS FOR WHICH NON-RESIDENTIAL COLLEGE STUDENTS MAKE MOST USE OF LIBRARIES.

College Program	Humanities		Social Sciences		Math. and Sciences		Occupational		Total	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentate
Adult Degree Program of Goddard College	38	52	24	33	4	5	7	10	73	33
Empire State College	26	32	36	44	6	7	14	17	82	36
New York State Regents External Degree Program	20	29	20	29	12	17	17	25	69	31
TOTAL:	84	37	80	36	22	10	38	17	224	100

Types of Library Facilities Used by Non-Residential Degree Students. The library facility used the most by the students replying is the public library. Respondents stating they "Almost Always" or "Frequently" used public libraries total to 61 per cent. There was a tendency toward non-use of the other library facilities listed in the questionnaire. An equal percentage of responses, 22 per cent, checked they used private college libraries and state university libraries "Almost Always" or "Frequently." Private college libraries were used somewhat more in that fewer people indicated non-use of this type library than those for state university libraries. Inter-library loan networks were used "Almost Always" or "Frequently" by 12 per cent of those responding. Of the library facilities listed in the questionnaire, the least used was the community college library with a majority, 51 per cent of the respondents, indicating they "Rarely" or "Almost Never" used this source. An increase in the number of "no responses" was noted for those specific facilities in which the responses of "Rarely" or "Almost Never" dominated.

Responses for facilities other than those mentioned in the questionnaire are presented as follows: five students mentioned "Almost Always" or "Frequently" using the New York State Library, four respondents also mentioned using military libraries "Almost Always" or "Frequently." Summarized tabulations are presented in Table 9. Specific responses for each category of the five-point scale are available in Appendix 2.

TABLE 9. FREQUENCY WITH WHICH NON-RESIDENTIAL DEGREE STUDENTS USE SELECT LIBRARY FACILITIES.

Library Facility	Almost Always and Frequently Percentage	Occasionally Percentage	Rarely and Almost Never Percentage	No Response Percentage
Public Libraries	61	17	13	9
Private College Libraries	22	19	39	20
State University Libraries	22	14	45	19
Interlibrary Loan	12	15	43	30
Community College Libraries	7	11	51	31

Reasons Non-Residential Degree Students Use Libraries. The primary reason indicated by a majority of non-residential students for using a library was "To obtain information for course work." Respondents checking this response either "Almost Always" or "Frequently" combine to slightly more than two-thirds, or 67 per cent, of those answering. Sixty-one per cent checked that they "Almost Always" or "Frequently" used a library "To obtain materials for a research project." Thirty-one per cent of the respondents mentioned they "Almost Always" or "Frequently" went to the library "To obtain recreational reading." Twenty-one per cent stated they "Almost Always" or "Frequently" went to a library to study.

Respondents indicated less preference for the newer educational technology. A majority, or 53 per cent, stated they "Rarely" or "Almost Never" used audio-visual materials.

Of those people who gave reasons not mentioned in the instrument, three people mentioned they used libraries "Almost Always" or "Frequently" in connection with their employment. One person mentioned "Occasionally" using libraries to take advantage of various programs offered by these libraries. The results are given in Table 10. Responses for each category of the five-point scale are included in Appendix 3.

Library Resources Used by Non-Residential Degree Students. Responding to the various library resources mentioned in the questionnaire, the respondents typically favored use of traditional print materials over newer educational media. Seventy-one per cent of those who answered mentioned they "Almost

TABLE 10. FREQUENCY WITH WHICH SELECT REASONS INFLUENCE NON-RESIDENTIAL DEGREE STUDENTS TO USE LIBRARIES.

Reason For Use	Almost Always and Frequently Percentage	Ocassionally Percentage	Rarely and Almost Never Percentage	No Response Percentage
To obtain materials or information for course work	67	18	8	7
To obtain materials for research projects	61	14	15	10
To obtain recreational reading materials	31	19	29	21
To study, using my own materials	21	19	38	22
To use audio-visual materials	9	12	53	26

Always" or "Frequently" consulted the card catalog when using a library. Almost two-thirds of the respondents, or 65 per cent, stated they "Almost Always" or "Frequently" used books and magazines available from libraries. People indicating they used reference books either "Almost Always" or "Frequently" totaled to 58 per cent. There was a tendency toward non-use of periodical indexes with slightly more than one-third of the respondents, 34 per cent, stating they "Rarely" or "Almost Never" used these indexes. Twenty-two per cent of the respondents indicated they "Occasionally" used indexes.

Utilization of librarians as a resource is best described as occasional. Over one-third replying, 37 per cent, indicated they "Occasionally" use librarians as resource persons. Twenty-seven per cent stated they either "Rarely" or "Almost Never" use the librarian as a resource.

Fifty per cent of the students responding stated they "Rarely" or "Almost Never" used photocopying facilities. There was a similar tendency toward non-use of microfilm and recordings. Fifty-four per cent of those responding stated they "Rarely" or "Almost Never" use recordings. Fifty-nine per cent indicated they "Rarely" or "Almost Never" use microfilm copy. One person indicated "Occasionally" using vertical file material. Findings are reported in Table 11. Responses for each category of the five-point scale are found in Appendix 4.

Sources of Dissatisfaction in Using Libraries. The purpose of this question was to elicit responses to a number of

TABLE 11. FREQUENCY WITH WHICH NON-RESIDENTIAL DEGREE STUDENTS USE SELECT LIBRARY RESOURCES.

Library Resource	Almost Always and Frequently Percentage	Occasionally Percentage	Rarely and Almost Never Percentage	No Response Percentage
Card Catalog	71	13	8	8
Library Books and Magazines	65	16	10	9
Reference Books	58	24	11	7
Periodical Indexes	26	22	34	18
Librarian	22	37	27	14
Photocopying Facilities	14	20	50	16
Recordings (records, tapes, etc.)	6	19	54	21
Microfilm	4	16	59	21

negative factors which could cause dissatisfaction to students using a library. With one exception, the respondents stated they were "Rarely" or "Almost Never" dissatisfied by these factors more than any other response. The exception noted was almost one-third of those responding, 32 per cent, "Occasionally" found "Materials needed not in the library collection."

Presented in descending order of frequency are those factors which respondents indicated "Almost Always" or "Frequently" the cause of dissatisfaction: 29 per cent found "Materials needed not in the library collection," 27 per cent considered "Restrictions on borrowing materials" to be "Almost Always" or "Frequently" the cause of dissatisfaction, "Delays in obtaining materials" was stated by 22 per cent of those answering, and 21 per cent of the respondents found "Inconvenient library hours" caused dissatisfaction to this extent.

The remaining factors were noted by the respondents to be less annoying. To a majority, 52 per cent, of respondents, being "Unable to locate materials (misfiled, stolen, etc.)" was "Rarely" or "Almost Never" a source of dissatisfaction. "Lack of practice in using libraries" was mentioned by eight per cent of the respondents. Only two per cent of the students answering found a "Lack of help from librarians" to be "Almost Always" or "Frequently" a source of dissatisfaction. One person responding mentioned that pages missing from library books and magazines was "Occasionally" a source of

dissatisfaction. Appendix 5 contains specific responses for each of the catagories of the five-point scale. Table 12 contains a summary of the findings.

The tendency to be dissatisfied with not finding needed materials in library collections should be considered in view of the use made of public libraries by these students. Sixty-one per cent of those responding indicated they "Almost Always" or "Frequently" used public libraries. The percentage of respondents indicating this use is almost three times greater than the percentage of respondents (22 per cent) who indicated using college or university libraries "Almost Always" or "Frequently." It would appear that the collections in public libraries were "Occasionally" (32 per cent) not able to support the academic programs of non-residential degree students.

Criteria Used in the Selection of Learning Materials. As students in non-residential degree programs have limited or no exposure to teaching staff, the purpose of this question was to determine what criteria they used in selecting learning materials. Almost three-quarters of the respondents, 73 per cent, stated they "Almost Always" or "Frequently" determine their own needs. Self-determination was the leading criterion for each of the three degree programs studied. Sixty-two per cent of those responding stated they "Almost Always" or "Frequently" followed the "Specific requirements of the program." Forty-four per cent of the respondents stated they "Almost Always" or "Frequently" followed the "Suggestions of

TABLE 12. FREQUENCY WITH WHICH SELECT FACTORS CAUSE DISSATISFACTION TO NON-RESIDENTIAL DEGREE STUDENTS USING LIBRARIES.

Causes of Dissatisfaction	Almost Always and Frequently Percentage	Occasionally Percentage	Rarely and Almost Never Percentage	No Response Percentage
Materials needed not in the library collection	29	32	27	12
Restrictions on borrowing materials	27	29	36	8
Delays in obtaining materials	22	32	35	11
Inconvenient library hours	21	17	46	16
Unable to locate materials (misfiled, stolen, etc.)	14	22	52	12
Lack of practice in using libraries	8	17	59	16
Lack of help from librarian	2	10	69	19

a professor." Forty per cent mentioned they "Almost Always" or "Frequently" followed the "Specific requirements of the professor." "Bibliographies" were used "Almost Always" or "Frequently" as a criterion for selection by 36 per cent of those answering.

There was a tendency for non-residential degree students not to rely on other students as criterion for selecting learning materials. Slightly more than one-third of the respondents, 34 per cent, stated they "Rarely" or "Almost Never" follow the suggestions of other students.

Of the criteria for selecting learning materials presented in the questionnaire, the "Suggestions of a librarian" was indicated the least. Nearly one-half of those answering stated they "Rarely" or "Almost Never" sought the advice of a librarian in the selection of learning materials.

One respondent mentioned "Occasionally" using book reviews as selection criterion for learning materials. Appendix 6 lists responses for individual categories of the five-point scale. Combined responses are found in Table 13.

Amount of Learning Material Obtained from Non-Library Sources. Forty-four per cent of those responding stated that they obtained 50 per cent or more of their learning materials from sources other than libraries. Seventy-eight per cent of the Regents External Degree students responding indicated that they obtained 25 per cent or more of their learning materials from non-library sources. Similarly, 76 per cent of the Adult

TABLE 13. CRITERIA USED IN THE SELECTION OF LEARNING MATERIALS.

Criteria	Almost Always and Frequently Percentage	Occasionally Percentage	Rarely and Almost Never Percentage	No Response Percentage
Determine own needs	73	11	4	12
Specific requirements of the program	62	13	14	11
Suggestions of a professor	44	24	17	15
Specific requirements of the professor	40	17	26	17
Bibliographies	36	23	21	20
Suggestions of other students	18	29	34	19
Suggestions of a librarian	9	24	46	21

Degree Program of Goddard College stated they obtained 25 per cent or more of their learning materials from non-library sources.

Empire State College students tended to rely more heavily on libraries as a source of their learning materials. A majority of Empire State College students responding, 52 per cent, obtained less than 25 per cent of their learning materials from non-library sources. (See Table 14.)

Amount of Library Materials Obtained from Non-Library Sources Analyzed by Educational Level. Respondents for each collegiate year indicated that they obtained less than 50 per cent of their learning materials from non-library sources. There was a marked increase noted in the amount of learning materials obtained from non-library sources by students on the second year college level. The percentage of people on the second year college level responding that they received 75-100 per cent of their learning materials from non-library sources was slightly more than five times those on the first year college level. Only slight differences in the amount of materials obtained from non-library sources was indicated between second and third year college level students responding. Responses received from those on the fourth year college level indicated a decrease in the amount of materials obtained from non-library sources. A majority of 55 per cent of the college graduates responding stated they obtained 50 per cent or more of their learning materials from non-library sources.

TABLE 14. AMOUNT OF LEARNING MATERIALS OBTAINED FROM NON-LIBRARY SOURCES.

Degree Program	0 - 9%		10 - 24%		25 - 49%		50 - 74%		75 - 100%	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage
Adult Degree Program of Goddard College	4	5	15	19	17	21	25	31	19	24
Empire State College	14	16	31	36	20	23	16	19	5	6
New York State Regents External Degree Program	6	7	13	15	22	25	23	26	24	27
TOTAL:	24	10	59	23	59	23	64	25	48	19

Table 15 includes the responses presented by educational level.

Amount of Learning Materials Obtained from Specific Non-Library Sources. When questioned on the non-library sources, a majority of 56 per cent of the respondents indicated that they bought 25 per cent or more of their learning materials. Over one-third, 39 per cent, responded that they were able to obtain 25 per cent or more needed learning materials from their personal collections.

The other sources mentioned in the instrument served somewhat less as sources of learning materials. Friends and the place of employment were both checked by 16 per cent of those answering as the source of 25 per cent or more of their learning materials.

Borrowing of materials from professors and other students was considerably less. Sixty-nine per cent of the respondents mentioned they received less than 25 per cent of their materials from professors. Sixty-six per cent responded they borrowed less than 25 per cent of needed materials from other students.

One person mentioned obtaining up to 75 per cent of his learning materials from governmental agencies. Two respondents indicated obtaining up to 50 per cent of needed material

TABLE 15. AMOUNT OF LEARNING MATERIALS OBTAINED FROM NON-LIBRARY SOURCES PRESENTED BY EDUCATIONAL LEVEL

Educational Level	0 - 9%		10 - 24%		25 - 49%		50 - 74%		75 - 100%	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage
High School Graduate	0	0	0	0	2	25	4	50	2	25
Collegiate Year:										
First Year:	3	13	7	29	7	29	6	25	1	4
Second Year:	6	10	15	24	11	18	16	26	14	22
Third Year:	5	7	17	24	16	23	18	25	15	21
Fourth Year:	8	11	17	24	19	27	14	20	13	18
College Graduate:	2	6	3	17	4	22	6	44	3	11
TOTAL:	24	10	59	23	59	23	64	25	48	19

from professional organizations. Table 16 contains the responses for the various sources.

Student Comments Regarding the Relationship of Libraries to Their Academic Career. This question was included to provide students with the opportunity to relate any opinions, criticisms, or suggestions they had regarding the library's relationship to their academic career. A total of 136 responses, or 54 per cent, were received. Seventy-eight per cent of the respondents from the Empire State College answered the question and 59 per cent of the respondents from the External Degree Program. Only 17 responses, or 21 per cent of the respondents of Goddard's Adult Degree Program responded to this question.

The lower percentage of responses from the Goddard program may be attributed to survey conditions. The subjects at Goddard College were asked to complete the questionnaire within a limited period of time. Those to whom the questionnaires were mailed had the opportunity to complete the questionnaire at their leisure.

The length of responses received varied from a single sentence to several typed pages appended to the returned questionnaire. Most respondents did not restrict themselves to a single comment and included both favorable and non-favorable statements. Consequently, the total number of comments exceeds the number of respondents.

Favorable comments may be grouped into six general areas. Thirty-eight statements indicated that library collections

TABLE 16. AMOUNT OF LEARNING MATERIALS SECURED FROM SPECIFIC NON-LIBRARY SOURCES

Sources	0-9 Percent	10-24 Percent	25-49 Percent	50-74 Percent	75-100 Percent	No Response Percent
Purchase of materials	19	19	20	18	18	6
Personal collections	17	27	21	9	9	17
Loan materials from place of employment	46	16	7	6	3	22
Loan materials from friends	39	25	9	6	1	20
Loan materials from other students	49	17	6	4	0	24
Loan materials from professors	52	17	6	2	0	23

were "adequate" or "sufficient" for their needs. Twenty-one responses stated that students were pleased with the "quality of service available from libraries." Eleven responses included expressions such as "integral," "vital," and "essential" to express the relationship of libraries to their academic work. Five commented that libraries provided a good place to study. Four stated that they hoped to utilize libraries to a greater extent in the future. One respondent suggested that the degree programs should supply instructional booklets on how to use libraries.

Unfavorable comments fell into seven general areas. The greatest criticism of libraries was with their collections. Fifteen responses indicated libraries "lacked the materials they needed." Twelve responses indicated that libraries "lacked contemporary materials" or "needed to improve specific areas of the collection." Seventeen comments were received that the loan period was "too short" or "too restrictive" for non-residential student needs. Fourteen instances of annoyance with inconvenient or insufficient library hours were included. Eight responses indicated that interlibrary loan operations were "too slow" or "too much bother." Poor service was indicated by nine responses. Among these were "delays in receiving materials" and "the librarian did not know the subject area." The environment of the library was disturbing to three people who indicated the library was "too noisy," "too crowded," or "too depressing." Three people expressed annoyance with "eccentric librarians."

Incorporated into many of the comments were statements that the respondent would use the library more if they had the time. Many of those replying mentioned they had other major responsibilities that restricted their time for study or for library use.

The dissatisfaction with the loan periods of most libraries may be attributed to the large number of students involved in interdisciplinary term projects. This is especially true of students in the Empire State College and the Goddard program. People involved in these projects, similar to graduate students, need to use library materials beyond the customary two or three week loan period.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, DISCUSSION, IMPLICATIONS AND SUGGESTED TOPICS FOR ADDITIONAL RESEARCH

The purposes of this study were: 1) to determine the use made of library resources by students enrolled in non-residential degree programs and 2) to present the implications of this use for educational administrators. Additionally, the study sought to determine what opinions, if any, students in non-residential degree programs have regarding libraries in their academic careers.

The cooperation of the directors of three non-residential degree programs was sought in gathering the necessary data for conducting the study. The instrument designed for collecting the data was a questionnaire. The three college programs selected varied in the following characteristics: geographical residence of the students enrolled, size of the student body, age of the program, distribution of part-time and full-time students, and the amount of faculty-student contact.

The questionnaire was administered in two different ways. Randomized samples of students from the Empire State College and the Regents External Degree Program were selected using a table of random numbers. These subjects were then surveyed by mail. The questionnaire was administered in person by the

investigator to the available samples during two resident periods of the Adult Degree Program of Goddard College. All persons contributing the information to the investigation were students pursuing studies during the Spring, 1973 semester.

The report of the analysis of the results of the questionnaire survey became not only a tabulated compilation of the frequencies of various aspects of library use but also revealed certain trends of use and non-use of libraries.

Summary of Findings:

The following points of information concerning the use of libraries by non-residential degree students were revealed by the results of the study:

1. One hundred forty-eight respondents, or 58 per cent, responded that they were full-time students. The balance, or 42 per cent, indicated they studied on a part-time basis.
2. Sixty-three per cent of those responding indicated they had credit for at least two years of college work.
3. In the six months preceeding the study, four per cent of those answering indicated they entered a library "Daily," 49 per cent "Weekly," 35 per cent "Monthly," and 12 per cent stated they "Never" entered a library.
4. Thirty per cent of the respondents indicated that libraries contributed to their academic success

"Almost Always," 37 per cent "Frequently," 27 per cent "Occasionally," four per cent "Rarely," and two per cent "Almost Never."

5. Thirty-seven per cent of the respondents indicated that they made the most use of libraries for the humanities, 36 per cent for the social sciences, 17 per cent for occupational studies, and 10 per cent for mathematics and the sciences.
6. Of the library facilities presented in the questionnaire, greatest use was made of public libraries. Sixty-one per cent of the respondents indicated they "Almost Always" or "Frequently" use public libraries. For the other facilities mentioned in the questionnaire, there was a tendency toward non-use. The percentage of respondents who indicated they "Rarely" or "Almost Never" used these facilities was greater than any other response.
7. The percentage of respondents who indicated they "Almost Always" or "Frequently" had those reasons given in the questionnaire for entering a library are: 67 per cent use a library "To obtain materials or information for course work," 61 per cent stated they used a library to this extent in order "To obtain materials for research projects," 31 per cent mentioned "To obtain recreational reading materials," 21 per cent used a library "To study using

my own materials," and nine per cent mentioned in order "To use audio-visual materials."

8. The percentage of respondents who stated they "Almost Always" or "Frequently" used the specific library resources listed in the questionnaire are: 71 per cent stated they used the card catalog to this extent, 65 per cent used library books and magazines, 58 per cent consulted reference books, 26 per cent used periodical indexes, 22 per cent consulted a librarian, 13 per cent used photocopying facilities, six per cent used recordings (tapes, records, etc.), and four per cent indicated they "Almost Always" or "Frequently" used microfilm.

9. The percentage of respondents who indicated they were "Almost Always" or "Frequently" dissatisfied by the specific factors mentioned in the questionnaire are: 29 per cent of the respondents were dissatisfied to this extent by "Materials needed not in the library collection," 27 per cent were equally dissatisfied by "Restrictions on borrowing materials," 22 per cent by "Delays in obtaining materials," 21 per cent by "Inconvenient library hours," 14 per cent of the respondents likewise noted they were "Almost Always" or "Frequently" dissatisfied by being "Unable to locate materials," eight per cent by the "Lack of practice in using libraries," and two per cent by "Lack of help from librarians."

10. The percentages of respondents who indicated they "Almost Always" or "Frequently" used the specific criteria mentioned in the questionnaire for selection of learning materials are: 73 per cent mentioned they "Almost Always" or "Frequently" "Determine their own needs," 62 per cent stated they followed the "Specific requirements of the program," 44 per cent followed the "Suggestions of a professor," 40 per cent followed the "Specific requirements of a professor," "Bibliographies" were "Almost Always" or "Frequently" used by 36 per cent of the respondents, 18 per cent followed the "Suggestion of other students," and nine per cent likewise "Almost Always" or "Frequently" followed the "Suggestions of a librarian.
11. Forty-four per cent or more of the respondents obtained 50 per cent or more of their learning materials from sources other than libraries.
12. Two major non-library sources of learning materials were through the purchasing of materials and from the students' own collections. A majority of 56 per cent indicated they obtained 25 per cent or more of needed learning materials through purchasing. Over one-third of those responding, 39 per cent, stated they were able to obtain 25 per cent of their learning materials from their personal collections.

Conclusions:

The following conclusions may be drawn from the results of the findings of this study. These conclusions are concerned with library utilization by students enrolled in the Regents External Degree Program, Empire State College, and the Adult Degree Program of Goddard College:

1. A majority of the non-residential college students were full-time students.
2. The majority of non-residential students had credit for at least two years of college work.
3. The majority of non-residential degree students were library users. The greatest frequency with which libraries were used was on a weekly basis.
4. The majority of non-residential degree students indicated that libraries made a contribution to their academic career.
5. Students used the library mostly and almost equally in the areas of the humanities and the social sciences. The use in either of these areas was greater than the combined use in the areas of occupational studies or science and mathematics.
6. The library facility most frequently used was the public library. Students showed a tendency not to use facilities other than public libraries.
7. Students used the library mostly for school related purposes.

8. A majority of students did not use non-print media.
9. The non-residential students were generally satisfied with the quality and type of service available from libraries.
10. Non-residential students had need of longer loan privileges than other library users.
11. A majority of non-residential students selected their own learning materials.
12. Librarians were rarely consulted for direction in selecting appropriate learning materials.
13. Students enrolled in the Empire State College relied more heavily on libraries for their learning materials than students in the other degree programs studied.
14. When obtaining learning materials from non-library sources, there was a tendency to purchase needed materials or use those materials already in their personal collection.
15. Librarians were only "Occasionally" used as resource personnel by non-residential degree students when using libraries.

Implications:

Implications for Library Administrators and Librarians

1. Library administrators must recognize the special needs of non-residential students for longer loan periods and take steps to increase the availability

of library resources. Such measures may include automatic renewal privileges beyond the initial loan period until such time as the material is recalled for use by another patron. Similarly, longer inter-library loan privileges are worthy of consideration especially for those confined to institutions or in areas with limited library resources.

2. Library administrators should encourage librarians to assume more of an instructional role in serving non-residential college students through such means as bibliographies or other reading lists pertaining to the student's area of study. Librarians could also serve as valuable resources in helping students select appropriate textbooks or programmed learning materials.
3. Libraries should provide current information on available learning resources found in the area such as museums, special libraries, theaters, governmental agencies, and community service organizations.
4. Study guides as well as pamphlets on how to use the library and how to study could be prepared by libraries for use by non-residential college students.
5. Libraries should remain alert to new developments or changes in non-traditional college programs so that they can interpret library resources accordingly.

Implications for Administrators of Non-Residential College Programs

1. Administrators should work for greater cooperation with libraries in order to avoid unnecessary duplication of services and materials.
2. Administrators of non-residential degree programs should attempt to educate librarians as to the availability of each program and the characteristics and problems particular to non-residential study.
3. Administrators of non-residential degree programs should inform public libraries of the types of materials needed by their students.
4. Those responsible for administering non-residential degree programs should inform libraries of changes in their programs so that such changes can be reflected in the types of service and collections provided in libraries.
5. Directors of such programs should provide directories of students enrolled and their areas of interest. Such lists would aid librarians in developing needed collections and services. Similar information could be used to formulate study groups for students with similar interests or problems.
6. The administrators of non-residential college programs should attempt to demonstrate the potential of libraries in the student's academic career. They might also inform students of the availability of

specialized help from libraries in their particular area.

7. Existing practices by some non-residential degree programs of reimbursing college libraries for student library use should be re-examined in light of greater use of public libraries.
8. Administrators should recognize libraries as agencies for publicizing and recruiting non-residential students. Librarians, especially public librarians, are often in a position to identify and encourage potential non-residential degree students.

Recommended Topics for Additional Research:

The following areas are suggested as possibilities for further research:

1. A study of library use and attitudes toward library use by faculties of non-residential college programs is worthy of consideration. This would include an investigation of the library materials and services such faculty feel libraries should provide for off-campus study.
2. A comparative study of library use by non-residential degree students and those matriculating in more traditional degree programs would be highly desirable. Such an investigation would be helpful in determining library service by established libraries to students in innovative college programs.

3. The investigator recommends consideration be given to replicating this study in four to five years to determine any changes or improvements. In this time, the enrollment of students at various levels of their college education would probably be more evenly distributed thereby altering the findings of such a study.

Discussion:

Insight into the characteristics of library use by non-residential degree students was gained from both the questionnaires and from student interviews. The subjects proved to be very cooperative. Students matriculating in each of the three programs studied demonstrated their willingness to cooperate not only by the frequency and immediacy of their responses but also by the nature and extent of their comments. Only one person approached in Goddard's Adult Degree Program chose not to participate in the study.

Typically, responses to the open-ended question included three to four comments. Several returned by mail were several pages long. One respondent included several typed pages along with six interlibrary loan requests to demonstrate his comments on the slowness of interlibrary service. The fact that non-residential students must often rely on the cooperation of others cannot be completely discounted as a possible reason for their great cooperation in this study.

The majority of non-residential students surveyed used libraries and were generally satisfied with library service.

Only one person indicated having no library facility available for use. This student resided on one of the Virgin Islands where no library service was available. Similarly, five respondents confined to correctional institutions mentioned that appropriate materials were not available or difficult to obtain.

Sufficient similar comments were received from both the interviews and the questionnaires to indicate that non-residential students are heavy users of public libraries. Their use of public libraries is for academic rather than for leisure reading purposes. This difference in use from the general public may account for the numerous comments that libraries did not have needed materials to support research for term projects. Several students remarked, "It is easier to buy the materials I need."

Use of public libraries to the extent determined by the study was not anticipated. The programs studied provided convenient opportunities for former college students to complete their degree requirement. Sixty-three per cent of those responding indicated having credit for two or more years of college work. With this apparent appeal to returning college students, it was thought they would gravitate to convenient college libraries. Nevertheless, a majority of respondents from each degree program indicated using public libraries to the greatest extent.

Of the three degree programs, Empire State College students used public libraries the most. Slightly more than

two-thirds of the respondents from this program used public libraries to the greatest extent. This extensive use of public libraries is of particular interest in view of the fact that all learning centers of the Empire State College are proximent to university campuses. Likewise, Empire State College students have borrowing privileges at all libraries in the State University of New York system as well as at some private colleges.

Among the reasons given for not using college and university libraries were the lack of loan privileges and "not feeling comfortable." A couple of Empire State College students mentioned they had difficulty borrowing books because certain library staff members were unfamiliar with their special identification cards.

Responses from students also demonstrate that the flexibility in the curricula of the Goddard Program and the Empire State College allows for pursuit of very particular interests. When asked to complete the questionnaire, several Goddard students indicated reluctance, stating they were not library users. After assurance that their responses would contribute to the study, it was revealed that their interest or semester projects could not easily be facilitated by library use. These and other students revealed such particular projects or interests as "Theraputic Nature of Modern Dance," "Architecture of Japanese Furniture," ethno-musicology, maintainance of writing journals or sketch books. The following statement made by an

Empire State College student typifies several comments received by mail, "Independent study tends to thrust the student into resource oriented activities at an early point in his academic career. Many times libraries do not have the materials I need."

Four respondents indicated that the availability of textbooks from libraries would be helpful. It is questionable whether this would be either practical or advantageous. The establishment of textbook collections would be costly and would tend to make curricula less flexible. Similarly, the establishment of satellite libraries as recommended by three students is contrary to a premise of some alternative programs to make use of existing facilities. The establishment of a central book store to make accessible special materials to non-residential students is worthy of consideration.

Problems encountered by non-residential students in using libraries are complicated by the amount of time they have available for their studies and library use. While the majority of respondents were full-time students, many indicated being employed or having other major responsibilities that consumed much of their time and energy. Limited time, along with closely defined scholastic interests, contributed to their dissatisfaction with limited loan periods and lengthy interlibrary loan procedures.

Evidence was gained from the study that, while engaged in imaginative and innovative projects, non-residential degree

students tended not to use newer educational technology in their studies. They demonstrated a preference for traditional print materials available from libraries.

Student use of the services of librarians is likewise interesting. Librarians were only occasionally consulted as resource persons. In fact, there was more of a tendency not to consult librarians than to search them out. Librarians rarely, if ever, were consulted for assistance in selecting learning materials. Whether due to a lack of use or satisfaction after limited use, 69 per cent of those responding indicated that they were "Rarely" or "Almost Never" dissatisfied with help given by librarians.

Although students engaged in non-residential degree study present an opportunity for librarians to assume a more active role in the instructional process, the majority of respondents in this study did not consider library personnel very resourceful. With their special training, librarians have the potential to change their negative image and to provide valuable assistance to students. Librarians should consider assisting persons engaged in independent study as a professional responsibility. The need to provide this type of service is likely to increase as the opportunities for non-residential education continue to expand.

This study of library utilization has increased the writer's awareness of the unique problems of non-residential students and the need for improved methods of library service.

The needs of non-residential degree students are different than traditional college students. The objectives of the various degree programs, as well as their curricula, vary. Appropriate utilization is relative to the particular goals of the degree program and, more specifically, to the needs of the individual student. It should not be expected therefore that each program or each student be equally dependent on the library.

BIBLIOGRAPHY

BIBLIOGRAPHY

Allen, Kenneth W. Use of Community College Libraries. Hamden, Connecticut: Linnet Books, 1971.

Barkey, Patrick. "Patterns of Student Use of a College Library." College and Research Libraries, V. 26, March, 1965, pp. 115-118.

Bechtel, Joan M. "A Possible Contribution of the Library-College Idea to Modern Education." Drexel Library Quarterly, 7 (July-October, 1971), pp. 189-201.

Behling, Orlando and Kermit Cudd. "A Library Looks at Itself." College and Research Libraries, November, 1967, pp. 416-422.

Berelson, Bernard. The Library's Public; a report of the Public Library Inquiry. New York: Columbia University Press, 1949.

Bergan, Daniel and E. D. Duryea. Libraries and the College Climate of Learning. Syracuse: Syracuse University Press, 1964.

Best, John W. Research in Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Branscomb, Bennett Harvie. Teaching with Books; a study of college libraries. Chicago: American Library Association,

Buchanan, Gerald. "Junior College Library: An Instructional Materials Center." Mississippi Library News, 34 (September, 1970), pp. 134-7.

Bundy, Mary Lee. "Metropolitan Library Use." Wilson Library Bulletin, 41 (May, 1967), pp. 950-961.

Cammack, Floyd M. and Donald Mann. "Institutional Implications of an Automated Circulation Study." College and Research Libraries, 28 (March, 1967), pp. 129-132.

Campbell, Angus and Charles A. Metzner. Public Use of the Library and Other Sources of Information. Ann Arbor: University of Michigan, 1950.

Carlson, James F. "Book Selection and the Small College Library." Library-College Journal, 4 (Fall, 1971), pp. 37-43.

Clark, Virginia. "Student Use of a Junior College Library." Illinois Libraries, 42 (May, 1960), pp. 316-318.

Clayton, Howard. "An Investigation of Various Social and Economic Factors Influencing Student Use of One College Library." Unpublished Doctoral Dissertation. University of Oklahoma, Norman, Oklahoma, 1965.

Curry, Robert L. and Gene D. Sheppard. "Learning in a Personalized Media Environment." Library-College Journal, 3 (Spring, 1970), pp. 28-32.

Davis, Elmyra. "The Unchanging Profile." Library-College Journal, n.p.

Duprey, Trevor N. Modern Libraries for Modern Colleges. Washington, D.C.: Communication Service Corporation, 1968.

Edwards, Allen L. Techniques of Attitude Scale Construction. New York: Appleton-Century-Crofts, 1957.

Empire State College. (State University of New York.) Interim Report, 1971-1972.

Empire State College. (State University of New York.) Library Use Questionnaire dated November 10, 1972.

Faison, Georgia H. "Teaching with Books in a Reference Department." Southeastern Libraries, VII (Spring, 1957), pp. 15-19.

Fusaro, J. F. "Toward Library-College Media Centers: A Proposal for the Nation's Community Colleges." Junior College Journal, 40 (April, 1970), pp. 40-44.

Garrison, Guy (editor). "Research Methods in Librarianship." Library Trends, Vol. 13, No. 1 (July, 1964).

Goddard College. ADP: The Goddard College Adult Degree Program. Plainfield, Vermont: Goddard College, May, 1972.

Goldhor, Herbert. An Introduction to Scientific Research in Librarianship. U.S. Department of Health, Education, and Welfare, Washington, D.C., 1969.

Harcleroad, Fred. "Library Resources Approach to College and University Library Development." Library Trends, XVI (October, 1967), pp. 228-240.

Hiatt, Peter. "The Cry for Library Research--Eloquent But Unheeded." Wilson Library Bulletin, 41 (May, 1967), pp. 920-23.

Hurt, Payton. The University Library and Undergraduate Instruction; an analysis of their relationship. Berkeley: University of California Press, 1936.

Hostrop, Richard W. Education Inside the Library-Media Center. Hamden, Connecticut: Linnett Books, 1973.

Jain, A.K. "Sampling and Short Period Usage in the Purdue Library." College and Research Library, XXVII (May, 1966), pp. 211-218.

Johnson, Herbert F. and Jack B. King. "Information Systems Management in the Small Liberal Arts College." College and Research Libraries, XXX (November, 1969), pp. 483-490.

Jordan, Robert Thayer. Impact of the Academic Library on the Educational Program. Washington, D.C.: Department of Health, Education, and Welfare, 1967.

Joyce, William. "User-Oriented Resources Center Makes Format of Media Irrelevant." College and University Business, 48 (May, 1970), pp. 80.

Kamatos, Theodore C. and Jarvis, G. M. "Library Services and the Role of the New Librarian." Illinois Libraries, 47 (April, 1965), pp. 301-305.

Knapp, Patricia B. The Academic Library Response to New Directions in Undergraduate Education. Minneapolis: University of Minnesota, 1970.

Knapp, Patricia. "College Teaching and the College Library." ACRL Monograph No. 23. Chicago: American Library Association, 1959.

Knapp, Patricia. "College Teaching and the Library." Illinois Libraries, LX (December, 1958), pp. 828-833.

Knapp, Patricia B. "Guidelines for Bucking the System: A Stategy for Moving Toward the Ideal of the Undergraduate Library as a Teaching Instrument." Drexel Library Quarterly, VII (July-October, 1971), pp. 217-221.

Kramer, Floyd D. and Martha B. Kramer. "The College Library and the Drop-Out." College and Research Libraries, 29 (July, 1968), pp. 310-312.

Kuhlman, A. F. "Teaching with Books--A Symposium; Can We Teach with Books?" Southeastern Librarian, VII, No. 1 (Spring, 1957), pp. 5-9.

Land, William. "The Functional College Library." Journal of Higher Education, XVIII (February, 1947), pp. 90-94.

Lane, Gorham. "Assessing the Undergraduates' Use of the University Library." College and Research Libraries, XXVII (July, 1966), pp. 277-282.

Line, Maurice and Mavis Tidmarsh. "Student Attitudes to the University Library." Journal of Documentation, XXII (June, 1966), pp. 123-135.

Line, Maurice B. Library Survey: An Introduction to Their Use, Planning, Procedure and Presentation. London: Archeon Books, 1967.

Lubans, John. "Nonuse of an Academic Library." College and Research Libraries, XXXII (September, 1971), pp. 362-367.

Lyle, Guy R. The Administration of the College Library. New York: The H. W. Wilson Company, 1961.

Lyle, Guy R. The President, The Professor, and the College Library. New York: The H. W. Wilson Company, 1963.

McDiarmid, E. W. "Conditions Affecting the Use of the College Library." Library Quarterly, V (January, 1935).

McGrath, William E. "Significance of Books Used According to a Classified Profile of Academic Departments." College and Research Libraries, May, 1972, pp. 212-219.

Mendelsohn, Harold A. and Karen Wingerd. Use of Libraries and Conditions that Promote their Use. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1967.

Mount, H. E. and P. J. Fasana. "Approach to the Measurement of Use and Cost of a Large Academic Research Library System: A Report of a Study Done at Columbia University Libraries." College and Research Libraries, 33 (May, 1972), pp. 199-211.

Mueller, John., et.al. Statistical Reasoning in Sociology. New York: Houghton Mifflin, 1970.

Mumford, L. Quincey. "Library Research: Looking into the Future not the Past." Wilson Library Bulletin, 4 (May, 1967), pp. 926-927.

Murphy, Gardner and Rensis Likert. Public Opinion and the Individual. New York: Russell and Russell, 1966.

New York (State) University. Education Beyond High School: The Regents Tentative Statewide Plan for the Development of Post-Secondary Education, 1972. Albany: The University of the State of New York, The State Education Department, 1972.

Nicholson, Natalie N. and Eleanor Bartlett. "Who Uses University Libraries?" College and Research Libraries, XXIII (May, 1962), pp. 217-222 and pp. 257-259.

Nunney, D. N., et.al. "Personalized Educational Programs." Audio-visual Instruction, 17 (February, 1972), pp. 10-15.

Nyquist, Ewald B. The Idea of the University of the State of New York. (Inaugural address presented at Albany, September 15, 1970). Albany: The University of the State of New York, The State Education Department, 1972.

Oglesky, William B. "Basic Elements of an Instructional Resources Center." American School and University, 40 (May, 1968), pp. 59-60.

Ritter, R. Vernon. "An Investigation of Classroom-Library Relationships on a College Campus as Seen in Recorded Circulation and G.P.A.'s" College and Research Libraries, 29 (January, 1968), pp. 30-40.

Robert, Brother G. "The Dean Looks at the Library." Catholic Library World, 34 (January, 1963), pp. 241-243+.

Rzasa, Philip V. and John N. Moriarty. "The Types and Needs of Academic Library Users: A Case Study of 6,568 Responses." College and Research Libraries, XXXI (November, 1970), pp. 403-409.

Scherer, Henry. "The Faculty and the Librarian." Library-College Journal, III, No. 4 (Fall, 1970), pp. 37-43.

Shores, Louis. "The College Becomes a Library." Drexel Library Quarterly, IV (January, 1968), p. 31.

Shores, Louis. "The Library Arts College, a Possibility in 1954?" School and Society, XLI (January 26, 1935), pp. 110-114.

Shores, Louis. The Library-College. Drexel Press, 1966.

Shores, Louis. "The Medium Way." Library-College Journal, I (Winter, 1968), pp. 10-17.

Smith, Leland R. "Trends in the Use of College Libraries as Indicated by Circulation Statistics." In A. F. Kuhlman (editor) College and Research Library Service. Chicago: American Library Association, 1938.

Sutton, H. S. "Is the Library the Heart of the College?" Saturday Review, XLV (April 21, 1962), pp. 62-63.

Thompson, Russell I. and John B. Nicholson, Jr. "Significant Influences on General Circulation in a Small College Library." Library Quarterly, XI (April, 1941), pp. 142-185.

Tyler, E. Education Beyond High School. The Regents Tentative Statewide Plan for the Development of Post-Secondary Education, 1972. Albany: The University of the State of New York, The State Education Department, 1972.

Tyler, Ralph W. "America Needs the Experimental College." The Educational Forum, XXVIII (January, 1963), pp. 151-157.

Valentine, John A. "The External Degree." Liberal Education, 58 (May, 1972), pp. 199-209.

Wynar, Bohdan S. Research Methods in Library Science. Littleton, Colorado: Libraries Unlimited, Inc., 1971.

APPENDICES

APPENDIX I

CONTRIBUTION OF LIBRARIES TO ACADEMIC SUCCESS PRESENTED BY EDUCATIONAL LEVEL

Educational Level	Almost Always N	Almost Always Percentage	Frequently N	Frequently Percentage	Occasionally N	Occasionally Percentage	Rarely N	Rarely Percentage	Almost Never N	Almost Never Percentage	No Response N	No Response Percentage
High School Graduate:	1	14	2	29	3	43	1	14	0	00	--	--
Collegiate Year:												
First Year:	9	43	6	28	4	19	1	5	1	5	--	--
Second Year:	12	24	16	32	19	38	3	6	0	0	--	--
Third Year:	16	25	25	38	18	28	5	8	1	1	--	--
Fourth Year:	22	33	30	46	12	18	0	0	2	3	--	--
College Graduate:	7	46	4	27	4	27	0	0	0	0	--	--
TOTAL:	67	30	83	37	60	27	10	4	4	2	--	--

APPENDIX 2

STUDENT RESPONSES TO THE STATEMENT "CHECK THAT RATING WHICH DESCRIBES YOUR USE OF THE FOLLOWING FACILITIES"

Library Facility	Almost Always		Frequently		Occa-sionally		Rarely		Almost Never		No Response	
	N	Per-centage	N	Per-centage	N	Per-centage	N	Per-centage	N	Per-centage	N	Per-centage
Public Libraries	79	35	59	26	37	17	12	5	18	8	19	9
Private College Libraries	15	7	34	15	43	19	19	9	68	30	45	20
State University Libraries	25	11	25	11	31	14	25	11	76	34	42	19
Inter-library Loan	10	4	17	8	34	15	18	8	78	35	67	30
Community College Libraries	4	2	12	5	24	11	19	9	95	42	70	31

APPENDIX 3

STUDENT RESPONSES TO THE STATEMENT "CHECK THAT RATING WHICH DESCRIBES HOW FREQUENTLY YOU HAVE THESE REASONS FOR USING THE LIBRARY"

Reason for Library Use	Almost Always		Frequently		Occasionally		Rarely		Almost Never		No Response	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage
To obtain materials or information for course work	76	34	74	33	41	18	10	5	7	3	16	7
To obtain materials for research projects	68	30	69	31	32	14	15	7	17	8	23	10
To obtain recreational reading materials	28	12	40	18	42	19	24	11	43	19	47	21
To study, using my own materials	21	9	27	12	42	19	15	7	69	31	50	22
To use audio-visual materials	8	4	12	5	27	12	32	14	87	39	58	26

APPENDIX 4

STUDENT RESPONSES TO THE STATEMENT "CHECK THAT RATING WHICH DESCRIBES HOW FREQUENTLY YOU UTILIZE THE FOLLOWING LIBRARY RESOURCES"

	Almost Always		Frequently		Occa-sionally		Rarely		Almost Never		No Response	
Library Resources	N	Per-centage	n	Per-centage	N	Per-centage	N	Per-centage	N	Per-centage	N	Per-centage
Card catalog	90	40	70	31	30	13	8	4	8	4	18	8
Library books and magazines	66	30	79	35	36	16	12	5	12	5	19	9
Reference books	44	20	84	37	54	24	16	7	10	5	16	7
Periodical indexes	19	9	39	17	48	22	36	16	41	18	41	18
Librarian assistance	12	5	38	17	83	37	32	14	28	13	31	14
Photocopying facilities	11	5	19	9	46	20	38	17	73	33	37	16
Recordings (records, tapes)	3	1	11	5	43	19	32	14	88	40	47	21
Microfilm	4	2	5	2	36	16	34	15	99	44	46	21

APPENDIX 5

STUDENT RESPONSES TO THE STATEMENT "CHECK THAT RATING WHICH DESCRIBES HOW FREQUENTLY EACH OF THE FOLLOWING HAS CAUSED DISSATISFACTION WHILE USING LIBRARY FACILITIES"

Causes of Dissatisfaction	Almost Always		Frequently		Occasionally		Rarely		Almost Never		No Response	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage
Materials needed not in the library collection	14	6	52	23	72	32	26	12	34	15	26	12
Restrictions on borrowing materials	22	10	38	17	64	29	35	16	46	20	19	8
Delays in obtaining materials	14	6	36	16	71	32	40	18	39	17	24	11
Inconvenient library hours	15	7	32	14	38	17	41	18	62	28	36	16
Unable to locate materials (misfiled, stolen, etc.)	6	3	25	11	49	22	53	24	63	28	28	12
Lack of practice in using libraries	6	3	11	5	39	17	46	20	87	39	35	16
Lack of help from librarian	1	1	3	1	22	10	36	16	119	53	43	19

APPENDIX G

STUDENT RESPONSES TO THE STATEMENT "CHECK THAT RATING WHICH DESCRIBES HOW FREQUENTLY EACH OF THE FOLLOWING ARE USED AS CRITERIA IN SELECTING LEARNING MATERIALS"

Criteria Used In Selecting Materials	Almost Always		Frequently		Occasionally		Rarely		Almost Never		No Response	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage
Determine own needs	109	43	76	30	29	11	4	2	6	2	30	12
Specific requirements of the program	80	32	77	30	34	13	20	8	15	6	28	11
Suggestions of the professor	28	11	83	33	61	24	15	6	28	11	39	15
Specific requirements of the professor	47	19	56	22	42	16	32	13	33	13	44	17
Bibliographies	21	8	70	28	59	23	21	8	32	13	51	20
Suggestions of other students	9	4	36	14	74	29	36	14	50	20	49	19
Suggestions of a librarian	7	3	15	6	61	24	57	22	60	24	54	21

APPENDIX 7

COVER LETTER TO
EMPIRE STATE COLLEGE STUDENTS

Dear :

As a doctoral student in the Department of Educational Administration at the State University of New York at Albany, I have selected as my dissertation topic "Library Use by Students Enrolled in Non-Residential College Programs." You, as a student in one of the non-residential college programs being studied, are in a position to provide the needed information for this research. I am, therefore, soliciting your cooperation to complete and return the enclosed questionnaire.

Dr. Ernest Palola, Vice-President for Research of the Empire State College, is presently conducting a study of library use by students at your college. While both studies deal with library usage, my research project differs substantially and involves a number of colleges. In an attempt to coordinate both research projects, Dr. Palola has asked for your cooperation in both studies. To facilitate my study, he has notified the deans of the learning centers and has provided me with a directory from which your name was randomly selected.

The research has been designed so that the information you provide can be used to improve library services to you and to others who choose to study in non-traditional degree programs. Every measure has been taken to assure the anonymity of your response. The data collected will not be tabulated for the individual questionnaires but only as a group.

I would appreciate receiving your completed questionnaire by May 18, 1973. A self-addressed, stamped envelope is enclosed for your convenience.

Your cooperation in this study is greatly appreciated.

Very truly yours,

James J. Groark
1985 Tenth Street
Rensselaer, New York 12144

Enclosure

APPENDIX 8

COVER LETTER TO STUDENTS ENROLLED IN
THE REGENTS EXTERNAL DEGREE PROGRAM

Dear :

As a doctoral student in the Department of Educational Administration at the State University of New York at Albany. I have selected as my dissertation topic "Library Use by Students Enrolled in Non-Residential College Programs." You, as a student in one of the non-residential college programs being studied, are in a position to provide the needed information for this research. I am, therefore, soliciting your cooperation to complete and return the enclosed questionnaire.

To date, no in-depth study of library use or the problems of library use encountered by students in such innovative programs has been undertaken. The administrators of the Regents External Degree Program have expressed interest in this study and have cooperated by supplying me with a directory from which your name was randomly selected. The research has been desighed so that the information you provide can be used to improve library services to you and to others who choose to study in non-traditional degree programs.

Every measure has been taken to assure the anonymity of your response. The data collected will not be tabulated for the individual questionnaires but only as a group.

I would appreciate receiving your completed questionnaire by May 18, 1973. A self-addressed, stamped envelope is enclosed for your convenience.

Your cooperation in this study is greatly appreciated.

Very truly yours,

James J. Groark
1985 Tenth Street
Rensselaer, New York 12144

Enclosure

APPENDIX 9

COVERING MEMORANDUM

TO: Regents External Degree Students

FROM: Starr Regan, Consultant, Regents External Degree Office

DATE: March 14, 1973

SUBJECT: Enclosed Questionnaire

IN REFERENCE TO:

James Groark, a doctoral student at the State University of New York at Albany, is studying independent students' usage of libraries. The information collected will remain confidential. The data he collects for his research will assist us in determining your needs and planning our efforts with library systems to meet those needs. We would appreciate your cooperation. Thank you.

SR/ds

Enclosure

APPENDIX 10

LIBRARY UTILIZATION QUESTIONNAIRE

1. Please indicate by checking the appropriate line whether you are a:

   Full-time student ____
   Part-time student ____

2. My present educational level is:

   High school graduate: ____
   Collegiate year: 1 ____ 2 ____ 3 ____ 4 ____
   College graduate: ____

3. During the last six months, I have entered a library:

   Daily ____ Weekly ____ Monthly ____ Never ____

IF YOUR ANSWER TO QUESTION 3 IS "NEVER", SKIP TO QUESTION 10.

4. Libraries have contributed to my academic success:

   Almost always ____
   Frequently ____
   Occasionally ____
   Rarely ____
   Almost never ____

5. The division for which I have made the most use of libraries is:

   Humanities (Ex: English, Literature, Languages, etc.) ____
   Social Studies (Ex: History, Sociology, Geography, etc.) ____
   Mathematics and Science ____
   Occupational (Ex: Accounting) ____

6. Check that rating which describes your use of the following facilities:

	Almost Always	Frequently	Occasionally	Rarely	Almost Never
State university libraries:	___	___	___	___	___
Private college libraries:	___	___	___	___	___
Community college libraries:	___	___	___	___	___
Public libraries:	___	___	___	___	___
Inter-library loan:	___	___	___	___	___
Other (specify and rate)_____	___	___	___	___	___

7. Check that rating which describes how frequently you have these reasons for using the library.

To study, using my own materials:	___	___	___	___	___
To obtain materials or information for course work:	___	___	___	___	___
To obtain materials for research projects:	___	___	___	___	___
To obtain recreational reading materials:	___	___	___	___	___
To use audio-visual materials:	___	___	___	___	___
Other (specify and rate) _____	___	___	___	___	___

8. Check that rating which describes how frequently you utilize the following library resources:

Reference books:	___	___	___	___	___
Card catalog:	___	___	___	___	___
Library books and magazines:	___	___	___	___	___
Periodical indexes:	___	___	___	___	___
Photocopying facilities:	___	___	___	___	___
Microfilm:	___	___	___	___	___
Recordings (records, tapes, etc.)	___	___	___	___	___
Librarian assistance:	___	___	___	___	___
Other (specify and rate) _____	___	___	___	___	___

9. Check that rating which describes how frequently each of the following has caused dissatisfaction while using library facilities.

	Almost Always	Frequently	Occasionally	Rarely	Almost Never
Restrictions on borrowing materials:					
Delays in obtaining materials:					
Inconvenient library hours:					
Lack of practice in using libraries:					
Unable to locate materials (misfiled, stolen, etc.):					
Materials needed not in the library collection:					
Lack of help from the librarian:					
Other (specify and rate) _____					

10. Check that rating which describes how frequently each of the following are used as criteria in selecting learning materials.

Specific requirements of the program:					
Specific requirements of the professor:					
Suggestions of a professor:					
Suggestions of a librarian:					
Suggestions of other students:					
Bibliographies:					
Determine own needs:					
Other (specify and rate) _____					

11. What percentage of needed learning materials do you secure from sources other than libraries?

0-9% ____ 10-24% ____ 25-49% ____ 50-74% ____ 75-100% ____

12. Check that percentage range which estimates the amount of learning materials you secure from each of the following sources.

	0-9%	10-24%	25-49%	50-74%	75-100%
Purchase of materials:	____	____	____	____	____
Loan materials from professors:	____	____	____	____	____
Loan materials from other students:	____	____	____	____	____
Loan materials from place of employment:	____	____	____	____	____
Loan materials from friends:	____	____	____	____	____
Personal collection:	____	____	____	____	____
Other (specify and rate) _____	____	____	____	____	____

13. Please use this space to make any comments about the relationship of libraries to your academic career. (Example: any criticisms, areas of needed improvement, etc.)